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A HANDBOOK
FOR THE HEAD TEACHER
IN THE PORTLAND, OREGON
ELEMENTARY SCHOOLS

BY

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PART I

Introduction and Statement of Problem

Portland, a city of 370,000 inhabitants, lies on the Willamette River just above its junction with the Columbia River 115 miles inland from the Pacific Ocean. Its harbor is one of the finest major river ports in the world, and it is the only fresh water harbor on the Pacific coast. Portland is a manufacturing center, as well as a world port. Low cost electric power, a complete transportation center, a climate that permits year round factory operation, abundant supply of chemically pure low-cost water, and easy access to the raw materials of the Northwest and countries of the Pacific Ocean area are advantages that have greatly aided the rise of Portland as a manufacturing center.

Of paramount interest in Portland are the public schools. Housed in sixty-five elementary schools are 30,000 elementary children and 4,000 kindergarten children. "The education of these children in the most formative years of their lives challenges educational administration."¹

¹Education for All American Children, p. 188. Educational Policies Commission of National Education Association and the American Association of School Administrators. Washington: 1948.

In charge of these buildings are fifty-five elementary principals and ten head teachers. In the classrooms are 1160 elementary teachers and seventy-four kindergarten teachers. The Educational Policies Commission states the following administrative practices as associated with effective school learning.

1. Where a good program in an elementary school exists, there will be found at least one well-qualified person, usually an elementary-school principal, in a position of leadership. The amount of co-operative action between this administrator and the teachers has a direct relationship to the excellence of the school.
2. Administrative arrangements are being made to enable teachers and pupils to work together in suitable groups for periods of two or more years. These longer relationships promote better understanding and more efficient growth.
3. The provision of adequate equipment and supplies as invaluable parts of the instructional program has become a major responsibility of the administration.
4. Rearrangements of schedules and better planning of teacher responsibilities enable them to discharge obligations without overloading.
5. The principal himself is free for purposeful activity. He has a unique position on the school staff.
6. Pupil records to aid the administration and teachers in providing continuing growth opportunities for children have become a necessity.
7. The school is organized and administered so that each person can make his maximum contribution to the improvement of the school program.¹

In 1950 the Portland Public Schools started a plan whereby some of the teachers who were interested in becoming

¹Ibid., p. 237.

administrators could become familiar with administrative techniques and problems. In the system were ten small schools, in which the enrollment was small enough that they did not warrant a full time principal. The person in charge of these buildings had the title of head teacher. The head teacher in these small buildings had most of the duties of a principal, but in addition, he taught part or full time, depending on the enrollment of the school. It was decided that new appointments to these head teacher positions would go to people desirous of going into administrative positions. The head teacher positions were designed to serve as training grounds for future administrators.

Wiles states:

(...) a new employee must have complete knowledge of the conditions of employment. During his employment interview he will have raised certain questions about the school and benefits of working in it, but many items, though they do not play an important part in his deciding whether or not to accept the position, are important for his successful operation.¹

It is only too clear that all the intricate workings of a school system, its philosophy, its methods of operation, and procedures, can not be made known in an interview. How then, can all this material be made available to the new administrator when needed and with a minimum of effort on the part of all concerned?

The writer's personal interest in the problem

¹K. Wiles, Supervision for Better Schools, p. 217. New York: Prentice Hall, Inc., 1951.

stems from the fact that he is meeting administrative responsibilities for the first time in one of these head teacher positions. He is greatly concerned over the many details which must be taken care of to keep a school smoothly functioning, and providing the building with the desired democratic leadership.

Just what are the duties of a head teacher? What material is available to the new administrator? To whom can one go for answers? How does one order supplies for a school for a year? What reports are necessary? These are only a few of the many questions that confront the writer. In his search for answers, a wealth of material was found in some areas which more than answered the writer's questions. In some areas there was so much available that it was hard to find what was the most pertinent. In other areas little information could be found.

The purpose of this study is to make an analysis of the duties of the head teacher and develop a handbook that will answer many of the pertinent questions of a head teacher. The writer does not suggest that this will in any way be complete or all inclusive. Many of the questions are already completely answered and references will only be given to where these answers may be found. This study is an attempt by the writer to answer some of the many questions and problems with which he is being confronted as a head teacher.

Method of Investigation and Results

In preparing the handbook four procedures were used.

1. Library research was done to find what had been done in this area by other school systems. Investigation of school records and committee reports was made to determine what had been done in the Portland Schools.
2. Personal interviews were held with the Director of Elementary Education, the Elementary Education Supervisor, and other head teachers to determine the areas which should be included in the handbook, and to verify the reports and procedures which were to be in the handbook.
3. Job analysis was made during one year of service as a head teacher.
4. A letter of inquiry was sent to ten cities of size comparable to Portland and representing a cross section of the country to determine the available material in a principal's supervisory and administrative handbook.

Library Research

In the library research, the writer found that much had been done in many areas by various workshops and principal's committees. However, much of this information has not been made available for use. One of the pertinent questions concerning any educational program is what kind of administrator do the schools need? Hagman states:

In great measure, the kind of administrator needed depends upon the kind of educational program and organization desired. If the hope is that through public education democracy as a way of life may become more widespread, and the democratic process in government and social living more certain of employment, then the administrator required is one whose faith and hope is in democracy, and who is capable of being a leader in democracy with the schools and the community the large area of his effort. His professional ability must be turned to the task of making the school system a

community laboratory of democratic living, with all within the system becoming increasingly skilled in the democratic processes of social action. His problem, as well as that of all other teachers, becomes one of searching continuously for the way by which the democratic way of life can be taught to the children and youth who come to the public schools. The question is two-fold: What kind of education is called for? What administrative abilities and practices will accomplish that kind of education?¹

According to McNerney, principals who are sincerely interested in developing adequate programs for elementary schools must do the following four things.

First, they must formulate an administrative policy that is democratic in action as well as in theory. Second, by exemplifying attitudes of interest, respect, fairness, etc., they will need to build cooperative relationships between the various staff members and between the staff members and themselves. Third, they will demonstrate their willingness to help teachers and supervisors grow professionally. Fourth, they will develop the ability to coordinate the work of all supervisors.²

Educators seem to agree that in any job, it is important that the new worker have a feeling of confidence in himself, and it is hoped that the proposed handbook will assist in developing confidence. Wiles states:

One of the best ways of giving a new teacher this self confidence, is to carefully define his duties. By detailing the nature and amount of the work to be done, he is given confidence that his efforts will be successful. Much insecurity comes from not knowing exactly what is expected and when it is expected.³

¹H. L. Hagman, The Administration of American Public Schools, p. 13. New York: McGraw Hill Book Co., 1951.

²C. T. McNerney, Educational Supervision, p. 163. New York: McGraw Hill Book Co., 1951.

³Wiles, op. cit., p. 218.

One of the most complicated types of information a new teacher needs, is instruction in record keeping. Systems vary from school to school, and many difficulties and worries can be avoided if the record systems (...) are explained in the beginning.¹

However we must remember: "School organization and administration are not ends, but means. They have just one justification, the better education of children."²

Personal Interviews and Job Analysis

Personal interviews were held with the Director of Elementary Education, the Elementary Education Supervisor, and a sampling of head teachers and teachers in the Portland Public School System. Many of these were of an informal nature and as part of the head teacher's job of carrying out official duties. Much information was gained from the interviews and job analysis concerning duties of the head teacher, procedures to be used, services available, and help in the over-all operation of the school.

The selection of the material to be used in the handbook was the result of the combined opinion of the individuals interviewed and of the job analysis made by the writer while serving as a head teacher. The material selected fell in the following categories:

1. Organization of the School.

¹Ibid., p. 217.

²H. Spears, Principles of Teaching, p. 256. New York: Prentice Hall, 1951.

2. Building Records and Reporting.
3. Pupil Records and Reporting.
4. Health and Safety.
5. General Information for the Staff.

In as much as a head teacher needs to grow on the job along with his teachers, it seems profitable, therefore, to include the evaluative criteria of the head teacher as used by the Portland Public Schools. This is a self-rating device so that the individual may rate his own activities, and become more aware of the various areas to which he gives his time.

The Inquiry

A letter of inquiry was sent to the ten following cities to see what they had available for the elementary administrator: Des Moines, Iowa; Omaha, Nebraska; Denver, Colorado; Lincoln, Nebraska; Seattle, Washington; Minneapolis, Minnesota; Los Angeles, California; Hartford, Connecticut; Syracuse, New York; San Francisco, California.

Replies were received from eight of the requests. In all of the cities from which replies were received there was a wealth of material available in the curriculum areas, but little or nothing in the administrative area. The Des Moines Public Schools had a "Manual of Policies and Procedures for the Management of Elementary Schools" which supplied several good ideas on the organization of the handbook and on keeping it up to date. These areas of

organization fitted in with the felt needs of the Portland Schools. Syracuse, New York also had a teacher's handbook which supplied some ideas on the form of presentation. The Los Angeles City Schools "Administrator's Handbook" consisted of an outline of the duties of the different personnel employed in the city schools. These ideas have been incorporated in the handbook.

PART II

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FOREWORD

In the operation and administration of a number of schools in the same school system, it is necessary that there be some consistency of policy and procedures, procedures and policies that have been developed and refined from actual operation and experience after careful study and discussion. To lose the benefit of this experience and careful thinking would be a waste of time and ability. The purpose of this handbook is to give the head teacher the benefit of this previous work and experience in a form where it is readily available for reference.

It is also hoped that this handbook will serve as an outline for the duties of the head teacher. It is easy for the new worker on the job to overlook some important matter or detail, if no one ever told him it was his responsibility. Also, in his effort to take care of the many details, the worker often fails to see the overall scope of his job. The handbook hopes to give the head teacher not only some of the policies, and procedures of the Portland Public Schools, but also an outline of the head teacher's duties. It is hoped that this will result

in a saving of time and effort on the part of the head teacher, and will promote more efficient administration.

However, it must be realized that no statement of duty, policy, or procedure can replace good common sense in facing a specific situation. In many cases, a statement of policy concerns itself with general principles, which must be applied in a specific situation. In other cases, the statement of a ruling of the Board of Education is specific, and permits no deviation in interpretation or application.

PHILOSOPHY OF EDUCATION

The Portland philosophy of education believes democracy is a way of life and that human worth, human welfare, and human happiness are preeminent. It recognizes that democracy is dependent for its existence upon individuals who possess vigor, mental poise, social-mindedness and scientifically critical and constructive intelligence.

Both in the classroom and in the relationship between administrators and employees individual initiative is fostered and encouraged. Teachers are urged to try new methods of teaching, to work out new units of study. Supervisors and the personnel of the library are eager to aid the teacher while the Department of Instructional Materials is ever ready to supply the books, radios, slides, recordings, movies, or other teaching tools the teacher needs. Each building has an organized co-operative committee upon which each teacher has a representative to speak for him on school policy and other matters affecting his working conditions.

The qualities necessary for democracy are not transmitted from one generation to the next by heredity. Democracy survives and makes progress towards its ultimate

goal only as it profits from the experiences of preceding generations. Direction of this so-called growth process to the end that individuals may be able to exercise self control and be socially and personally efficient is democratic education.

Portland schools are organized so that democratic education is not overlooked. Democracy is lived as well as taught in the Portland Schools. Students learn to work in committees and small groups and then expand into larger groups. They have their student councils which make suggestions, plan assembly programs and set up student service organizations. They share in the planning of many school activities and they also share in the final evaluation of these activities. Pupils are guided to draw upon many varied resources in solving problems and in reaching conclusions. The pupils are taught that differences exist between persons and groups and that many of these are desirable. They are encouraged to form judgments only after assembling and evaluating all the available facts concerning the issue.

The Portland philosophy believes that the school has a specific purpose to direct and develop democratic education. It is only one of the agencies whose major concern is the development of each child to his greatest capacity--mentally, socially, physically, emotionally, and spiritually so that each child may be a contributing member.

to a democratic society. The Board of Education of the Portland Public Schools has adopted the following principles of education.

- I. Public schools should be organized to perpetuate and improve the democratic way of life in a changing age. Schools must be organized on a democratic basis. They must train our youth to form intelligent judgments in life problems. This implies pupil self-evaluation, self-government, and self-control.
- II. The school should respect the individuality of the child. It must conceive of him as a whole organism responding to the social pattern around him. This implies understanding of the learning process.
- III. The school should provide the child with essential facts, experience, skills, and information. These should be developed under conditions which promote desirable attitudes and appreciations toward our culture and our institutions.
- IV. The school should endeavor to produce an individual that is socially and economically effective. Opportunities should be provided for the development of skills and the intelligent choice of vocation.
- V. The school must be aware of the changing social and economic order. It must provide the means to meet these changes as they occur.¹

¹"Instructional Guide Portland Public Schools," p. 1-2. Portland Public Schools, 1951. (Mimeographed)

SECTION I

SCHOOL ORGANIZATION AND INSTRUCTIONAL PROGRAM

Organization of the School

The head teacher is responsible for the detailed organization of the school, for the assignment of duties to the members of his teaching staff, and other employees of the school. In working out teacher schedules, the recommendations of the Principals' Committee should be considered.

The committee believes that the needs of primary children are best met by the self-contained home room organization.

The needs of intermediate children are best met by the self contained organization with resource persons assigned to the building. These specialists should be available to the classroom teachers in the areas of music, arts and crafts, physical education, speech and reading.¹

A tentative assignment of teachers by grades can be worked out by using the previous year's "Elementary School Annual Report." During the first week of each semester, enrollment must be telephoned to the superintendent's office by ten o'clock each day. The number of teachers per building is determined roughly at thirty pupils per teacher.

¹"Yellow Group Report," Principals' Workshop, Portland Public Schools, Summer, 1950. (Mimeographed)

As soon as the enrollment seems fairly stable, the situation is approved by the Superintendent's Office and no major changes in staff assignments or school boundaries need be anticipated for the remainder of the school year. By the end of the first month of school, a master plan showing the schedules of each teacher in the building should be sent by mail to the Director of Elementary Education.

Department of Child Services

In setting up an instructional program, the head teacher should thoroughly acquaint himself with the Department of Child Services, for it gives valuable aid in meeting the needs of the individual child.

This department is designed to coordinate and administer various health and adjustment services to the pupils of the district. The program of coordination includes (1) early discovery of the problems of pupils who need special attention, (2) the selection of the special services that can help best in the solution of the problems, (3) teamwork on the part of various services for the solution of pupil problems. Such activities as the vision testing program, hearing testing program, minimum testing program, are examples of efforts to discover pupil problems early.

The purpose of the department is to provide special help for those pupils whose rate or pattern of development deviates to such an extent that the teacher needs the help of one or more specialists. Very often the needs of pupils

with special problems can, and should be met in the regular school classroom, although sometimes it is necessary to provide a special school, a special class, a special program, or some other help which is not regularly available in the local school.

The following are the seven branches of the Department of Child Services, each interested in the solution of the pupil problems mentioned above.

Counseling and Guidance

These services are general and special testing, school placement testing, individual mental ability tests, and assistance in the interpretation of these tests.

Visiting Teacher

Visiting teachers are assigned to schools on a weekly or part-time basis. Children with emotional disturbances manifest in behavior, personality, or learning maladjustment are to be referred to the visiting teacher. The child, his parents, and interested community agencies are consulted by him in order to learn more of the child's background. This information is given to the classroom teacher to better understand the child as an individual.

Special Education

Special education is to help those children whose progress is handicapped by physical, emotional, or learning problems. For children able to participate in the

activities of a regular classroom, modified programs are worked out with the head teacher and classroom teacher. For the severely handicapped, the following services are provided.

1. Sight conservation classes to meet the needs of the child with serious vision difficulties.
2. School for the deaf for the child with a severe hearing loss.
3. Grout Center for the crippled child.
4. Home instruction for the child whose disability makes it impossible for him to attend any type of school.
5. Corrective speech classes for the child with a speech handicap.
6. Remedial reading classes for the child whose reading difficulty keeps him from achieving at the level of his capacity.
7. Personality adjustment classes for the child whose social or emotional problems impede school progress.
8. Individual mental testing for the child who needs individual testing.

Dental Services

All children's teeth are examined twice a year by dental counselors. In cases where work is needed, and the parents are financially unable to obtain it, free work can be obtained through your school dental counselor.

Health Service

Medical and nursing service is administered in the schools under the direction of the Portland Bureau of Health. Nurses are assigned to schools according to the

pupil enrollment and geographical area served. Full information is given in the "Handbook of Health and Adjustment Services."

Attendance Department

The function of the attendance department is to improve pupil attendance. Referrals are made by the classroom teacher through the head teacher. Telephone calls to the attendance department should be made before 10:00 A.M. so that home visitations can be made the same day.

Special Investigation

The school district employs an investigator for the purpose of preventing and investigating law violations of students, personnel, and others. Their primary concern is with theft or damage to school property. Referral of such cases is made by the head teacher. The Special Investigator can be reached by calling Fi 3392 Office of Special Investigator.

Teachers who need help on one of the special services should refer the problems to the head teacher. After consultation with the classroom teacher, the head teacher may:

1. Refer to the Handbook of Health and Adjustment Services, which offers specific advice.
2. Consult with supervisor of one of the special divisions of Child Services.
3. Refer the problem directly to the Department of

Child Services by calling F1 3392, and obtaining an appointment for the child.

Instructional Program

The head teacher is responsible for the supervision of the instructional program in his building. Being responsible for this educational leadership the head teacher must acquaint himself with the general publications, the study guides, special publications for implementation of the study guides, and the curriculum library so that he will know what material is available and will keep abreast of the latest information.

He must also, acquaint himself with the supervisory services available. Subject area supervisors are available to any in need of advice on any learning or teaching problem pertaining to the improvement of instruction. The head teacher may call upon the supervisor for assistance in:

1. Understanding the best possible means of accomplishing real learning.
2. Planning a continuous program of instructional improvement.
3. Becoming aware of available equipment and materials.
4. Experimenting with new methods and materials.
5. Interpreting new courses of study.
6. Making arrangements for teachers to see good methods demonstrated by other teachers.
7. Helping teachers with specific problems.
8. Helping in any situation where a consultant is needed.¹

Supervisors are invited to the building by the head

¹Letter from Paul Rehnus, Superintendent of Portland Public Schools, October 28, 1949.

teacher. This may be at the request of a classroom teacher. It should be clearly understood that supervisors come to offer help, exchange ideas, render practical suggestions, and jointly assist with the solution of problems and only the head teacher may make written recommendations rating the work of teachers in his building.

Assisting and Evaluating Probationary Teachers

Elected classroom teachers must serve a satisfactory three year probationary period before being placed upon permanent tenure. When a teacher is moved from first year probationary status to second, from second to third, and from probation to tenure, this action is taken by the Board of Education upon the recommendation of the Superintendent. The Superintendent bases his judgment upon the evaluative reports of the head teachers.

The school administration looks upon these probationary years as a time when great development should occur and the foundations for continuous growth should be established. It is a time for becoming acquainted with the operation of the Portland system, a time for establishing friendships, professionally and socially. To assist new teachers in analyzing their strengths and weaknesses a group of Portland teachers and administrators have developed the "Teacher's Self Evaluation Guide."¹ It is suggested that the guide be used by teachers to eval-

¹See Appendix, p. 59.

uate themselves and by head teachers in conference during the probationary period.

It is the responsibility of the head teacher to assist probationary teachers in every way possible. He should look upon the role he plays in the growth and development of probationary teachers as one of his major responsibilities. Every effort should be made to assist probationary teachers to become well adjusted in their relationships with pupils, parents, and co-workers. First year probationary teachers should receive a great deal of help especially during the first few weeks of school.

During the teachers probationary period the head teacher is responsible for the following:

1. Acquainting probationary teachers within the first two weeks of school with all aspects of the probationary period including its importance, its purposes, and the standard procedure for evaluating probationary teachers.
2. Familiarizing and providing probationary teachers with the 'Self Evaluation Guide' of the Portland Public Schools.
3. Developing a program for observations and conferences with the probationary teachers.
4. Reporting the achievements of probationary teachers to the superintendent's office.¹

Head teachers should develop a systematic program of observation and conference so as to be fully aware of the probationary teachers instructional ability. As educational leader in his building he is allowed great

¹"Report of Principal's Supervisory Handbook Committee," Summer Workshop, 1950.

flexibility in the development of this program. It is suggested that the head teacher keep a record for his personal use of each of the following:

1. Classroom visitations including date, length of visit, and pertinent observations for discussion at the conference.
2. Conferences with teacher based upon 'Teacher's Self Evaluation Guide' and upon observations.
3. Visits by supervisors arranged through the head teacher.

The following criteria for evaluation was worked out by the principal's supervisory committee.

1. Is it based on what happens to children?
2. Are classroom procedures in keeping with the principles of education?
3. Does the teacher have objectives in harmony with the Portland principles of education?
4. Are activities purposeful both from the standpoint of behavioral and subject matter development?
5. Are individual differences being met?
6. Are the interests of children recognized?
7. Is a wholesome group spirit in evidence?
8. Do children have an opportunity to develop leadership in the classroom?
9. Do children have an opportunity to develop responsibility in the classroom?
10. Is there a positive approach to learning in evidence?
11. Is the classroom organized democratically?¹

¹Ibid.

Probationary Report

The probationary report is designed to periodically summarize in writing the head teacher's estimate of a probationary teacher. This information is for both the teacher and the superintendent. The teacher and superintendent should each know what the head teacher considers to be the teacher's strengths and weaknesses. Though a head teacher's attitude should be constructive and his language diplomatic, his analysis of the teacher should be frank and honest. Unsatisfactory teachers should not be given the impression on their probationary reports that their teaching is of acceptable quality. Only the information contained in written reports to the superintendent is used as a basis for continuing or discontinuing the services of a probationary teacher.

The following is a schedule of probationary reports.

	First Year	Second Year	Third Year
November 1		X	X
December 1	X	**	**
January 20	X	**	**
February 10	Final	Final	Final

**Reports should be sent to the personnel division on the dates indicated for teachers about whom the head teacher is undecided.

In reporting on probationary teachers head teachers will use the printed forms, "Report on Probationary Teachers" or they may substitute a letter for this form if the following information is located on the first page.

Name of teacher
Name of school
Probationary year

Number of observations
Length of observation

The reports should be made in triplicate according to the above schedule. The original copy is submitted to the superintendent's office, one copy is retained for the head teacher's files, and one copy is given to the teacher. The teacher must acknowledge all reports by signing. This merely means that the teacher has read the report. If a teacher does not agree with the head teacher's evaluation, he may write a reply to the assistant superintendent in charge of personnel.

SECTION II

SCHOOL RECORDS AND REPORTING

Teacher Attendance Records

The head teacher is responsible for a record of the attendance of all employees assigned to his building. A pupil classroom attendance register may be used for this purpose.

A monthly record of the services of substitute teachers must be kept by the head teacher. This record will give the name of the teacher absent, the name of the substitute teacher, grade taught, and number of days and dates which the substitute taught.

Payroll Report

On the last Thursday or Friday of each designated payroll period, the payroll is sent out from the business office. On the back of the payroll must be filled in the teacher attendance for the calendar month, and in case of absence the name of the teacher absent, the reason for the absence, the dates absent, and the name of the substitute teacher. The payroll must be signed by the teacher who has been absent stating that the information given is correct. In case a teacher is absent on the last day of the

month the head teacher may sign for him. The head teacher must sign the payroll in the lower right hand corner. The payroll must be in the business office on Monday morning following the end of the calendar month.

Paychecks

Paychecks are available at the business office after 1:30 P. M. on the first day of the month, or if this is not a school day the checks are available the last school day of the preceding month. Checks should be picked up by the head teacher at the business office, and delivered in person to the classroom teacher. In case of absence of a teacher on pay day, arrangements may be made to mail the check to the teacher. If no arrangements have been made, the checks must be returned to the business office. Under no circumstances is any check to remain in the building over night.

Monthly Attendance Reports

The importance of accurate monthly attendance must be realized. The Oregon Basic School Act allots educational funds based upon the attendance shown in these reports. The following directions for attendance reports should be observed.

1. The attendance report should be made out in duplicate. One copy should be sent to the superintendent's office before the first Wednesday following the end of the month.
2. Reports are to be either typed, or written in ink.

All reports must be signed by the head teacher.

3. The name of the school must be in the left hand corner, line B. The date should be the last date of the reporting month.
4. In making out the report, follow the code at the lower left hand corner of the attendance report.
5. In the first column list the teacher's name and grade taught. If it is a double grade, list each grade separately. It is essential that you show the double grade figures in column eleven. For each teacher supply the information for columns one through thirteen.
6. Columns one and three never decrease, but always increase. The figure in column three for the first month will appear in column one for the second month. Similarly column eleven will appear in column four for the second month.
7. In columns sixteen, seventeen, and eighteen, average daily attendance, absence, and membership, carry your answer out two decimal places, and round off to the nearest tenth.

Accounting System

The head teacher is responsible for the administration of a system of accounting of all moneys received from student activities, student fees or fines, entertainment, gifts, and for any other funds belonging to the school. This system of accounting must be in accord with a central plan of accounts carried out under supervision of the office of superintendent, business department. This enables one auditor to audit the books with a minimum of difficulty. A handbook, "System of Accounting for the Elementary School," completely covers this accounting system, and may be secured from the business office.

Supplies and Requisitions

All equipment is furnished on a loan basis, and is secured through the business office upon requisition from the head teacher.

Books and other instructional materials are secured by requisition from the department of instructional materials. Classroom teachers may requisition these materials, but the requisition must be signed by the head teacher.

All expendable supplies are ordered by requisition from the business office by the head teacher. Each school is allotted approximately three dollars per child for expendable supplies. The first of December the supply lists for requisitioning supplies for the following year are sent from the business office. These lists are divided into classroom supplies, office supplies, supplies for special subject areas. On each list are three columns: (1) the number recommended, (2) the supply on hand, (3) the number ordered. It is recommended that the school reserve one-third of the budget for supplies which are not anticipated. The supply lists should be filled out and returned to the business office by January first.

The first of February, the business office notifies each school of the amount of money remaining in their expendable supply budget.

Close of the School Year Reports

It is the responsibility of the head teacher to see

that the following reports are submitted to the superintendent's office on the Friday following the closing of school. Each classroom teacher will complete the reports for her home room. It is the responsibility of the head teacher to see that master copies of all these reports are made.

1. Monthly attendance report.
2. Yearly attendance report. The yearly attendance report is made out by adding the totals of the monthly reports.
3. Principal's summarized and nativity report. This is a tabulation of the E1, E2, and R3 by grade. The total of this report must agree with column three of the A1 attendance report.
4. Elementary school annual report. On this report the age of pupils should be as of June first for the chronological age. The mental age is computed with the help of mimeographed tables prepared and distributed by the research department. The total number of pupils listed on this report must agree with column eleven of the A1 attendance report. (Active enrollment end of the month.)
5. Age grade failure report. This is a graph showing the distribution of the mental and chronological ages of the children in each grade. This information is from the annual report.
6. General financial statement. Form ESA5 is sent to the school by the business office. Explanation of this report may be found in the handbook, "System of Accounting for the Elementary School."
7. Textbook inventory. All classroom teachers must take a textbook inventory, and file it in the office of the head teacher.
8. Cumulative records. These folders should be completed by the classroom teacher, and turned in to the office of the head teacher.

SECTION III

PUPIL RECORDS AND REPORTING

Pupil Registration Forms

It is the responsibility of the head teacher to see that each child fills out the blue and the white registration forms. These forms should be carefully checked for the following:

1. Parent's signature giving the head teacher authority to act in case of illness, accident, or other emergency involving the child when the parent can not be reached.
2. To see that the child is residing in the local school district. Any child living out of the local district should be sent to the school in the district in which he resides. If, for any reason, the parents desire the child to attend a school outside of the district in which they reside, they should make application directly to the director of elementary education. He will in turn notify the school in case the out-of-district child is to be admitted.
3. To see that the child is living with his parents or legal guardian. Any child not living with the same should be reported to the business office on an "Elementary School Non-Resident Student Report."

As soon as the registration forms are collected, they should be filed in alphabetical order. The blue forms should be sent to the attendance department, while the white form is kept in the office of the head teacher. In any transfer, the white form is sent by mail to the new school.

If, after receiving a transfer, the student does not enroll in three days the attendance office should be notified.

Pupil Attendance Registers

Attendance in all the schools shall be kept in the standard register for the district. In receiving new pupils, they should be admitted by the head teacher and identified according to the symbols listed below. From the office they are assigned to a home room, where they are listed in the classroom attendance register according to code.

Original Entries

- E1. Any pupil who has not previously entered any public school in this, or any other state, during the school year.
- E2. Any pupil entering from a school outside of Oregon.
- E3. Any pupil received from a public school in the state, but outside of the local school district.

Re-Entries (Transfers)

- R1. Any pupil received from another room in the same school.
- R2. Any pupil received from another public school in the same school district.
- R3. Any pupil re-entering school after withdrawal or discharge.

Withdrawals

- W1. Any pupil promoted or transferred to another room in the same building.
- W2. Any pupil promoted or transferred to another public

school in the same local school district.

- W3. Any pupil promoted or transferred to a non-public school in the same local school district.
- W4. Any pupil moved out of the local school district or state.
- W5. Any pupil quitting school after passing compulsory attendance age.
- W6. Any pupil issued a work permit.
- W7. Pupil graduated.
- W8. Pupil withdrawn because of other reasons.

Suggestions

Pupils absent nine consecutive days become W8's on the tenth day. When re-entered, they become R4's.

Report Cards

It is the responsibility of the head teacher to see that his faculty understands the report card, and that they use them as intended. A child should not be marked on a competitive basis or standard set up at grade level. There are three symbols used to indicate the teacher's evaluation of the pupil's work.

1. "C" indicated commendation for special effort and achievement beyond what would normally be expected. Outstanding initiative, acceptance of responsibility, or exceptional work is recognized by the symbol "C".
2. "S" indicates satisfactory progress consistent with the child's ability.
3. "N" indicates that the child is not working to capacity, and that there is need for more effort if progress is to be consistent with the child's ability.

In awarding marks the following regulations are to be followed:

1. Report cards are to go home quarterly. However, the classroom teacher shall notify the parent and the head teacher at any time the child's work or behavior becomes sufficiently unsatisfactory to warrant an "N" on the report card.
2. It is suggested that the teacher and student make out the card in conference to assure the pupil knowing and understanding why he received certain marks.
3. The awarding of "C's" should warrant very careful consideration and study of the quality of the work performed by the child.
4. Pluses and minuses are not to be used. Either the child is or is not doing satisfactory work.
5. The report cards are to be made out in duplicate. One copy goes in the child's accumulative record folder, and the other copy goes home with the child.

Accumulative Records

It is the responsibility of the head teacher to see that each child's accumulative record is complete and up to date. The accumulative record consists of five parts.

1. Family background. This is the folder which forms the outside of the record. It contains space for the child's family background, as well as space for the classroom teacher's comments.
2. Dental health card. The children's teeth are inspected twice a year by the dental nurse. A report of the inspection is kept on file in the nurse's office.
3. Health card. Height and weight of the child are to be taken by the classroom teacher during October and March of the school year. At the same time the child's eyes should be tested. This information is recorded on the health card. Any child showing a weight loss or little gain in weight, or eyes testing less than 20/40 should be referred to the school

nurse. These records should be kept in the child's home room.

4. Report card inserts. At the end of each school year, a copy of the child's report card should be placed in the accumulative record folder.
5. Test insert. A record is kept of the child's minimum testing program, and any other tests he may have taken.

Except for the dental health card, all of the accumulative record is kept in the home room. In case of transfer within the district, the accumulative record is placed in the box of the school to which the child is transferred. The school boxes are located in the administration building.

If a transfer is out of the district, the accumulative record is kept on file in the office of the school last attended in the local district. Instead, an "Elementary School Transcript" is filled out by the office, and sent to the new school.

Minimum Testing Program

The minimum testing program consists of a series of intelligence and achievement tests issued by the administration building, and requiring a summarized report after they have been administered. The head teacher should see that the following tests are given in the elementary school.

1. A group intelligence test for all pupils in grades four and seven.
2. An achievement test battery for all pupils in grades four to eight, inclusive.
3. A bridging-the-gap testing program towards the end

of the eighth grade, which will include a reading test, an arithmetic test, and a mechanical aptitude test.

Teachers may request from the head teacher any other test they desire for additional survey and measurement. The head teacher may obtain these tests from the Department of Research.

Individual pupil testing is available through the Department of Child Services.

Bridging-the-Gap Program

The head teacher has the responsibility of supervising this program as it applies to his building. The bridging-the-gap program has two purposes: (1) to help the eighth grade child bridge the gap between elementary school and high school, (2) to aid the high schools in programming incoming freshmen. The procedures of the program are as follows:

1. Testing program. The classroom teacher gives all eighth grade students a reading test, an arithmetic test, and a mechanical aptitude test during the last semester of eighth grade. These tests are secured by the head teacher from the department of research. Every child for whom there is no I. Q. record, must be given an I. Q. test before entering high school. These tests are also available at the department of research.
2. Pupil personnel data sheet. These sheets are placed in the school box by the high schools. Pupil personnel data sheets are filled out by the classroom teacher and returned by the head teacher to the high school the last week in April.
3. High school initiated meetings. High school principals will contact the elementary schools to ar-

range for visits by eighth grade classes, panel discussions explaining high school, meetings parents.

4. Exceptional child. Head teachers are requested to obtain from the cumulative records the name, address, and telephone number of eighth grade pupils who have mental ability scores of 120 or above. This recorded information is to be provided the guidance office prior to the close of school. See below.
5. Accumulative records. Eighth grade accumulative records are collected from the homeroom teacher, sorted according to high school destination, and filed in alphabetical order.

All records will be picked up on Thursday of the last week of school.

Any other questions on this program should be directed to the Director of Secondary Education.

SECTION IV

HEALTH AND SAFETY

The head teacher is responsible for taking all reasonable precautions to safeguard the health, and the general well-being of his staff and of the pupils in his school. He shall provide definite plans for fire drills, air raid drills, safety patrol, and shall see that the pupils are adequately trained to make such plans effective in case of need. To further safeguard the child, he must acquaint himself, and his teachers, with emergency care of pupils in case of accident or illness.

Fire Drill

The head teacher shall organize the fire drills for his building. It is recommended by the fire marshall that drills be held on the average of twice each month. During bad weather, however, this is not required. A record of each drill should be kept, which shows the date of the drill, and the number of minutes and seconds to completely empty the building. At the end of the school year a copy of this report should be sent to the superintendent's office.

Air Raid Drills

During the present emergency, the head teacher will organize air raid drills for his building. The frequency of these drills is at the head teacher's discretion. The signal for air raids will be a series of short blasts on the city sirens or other signals worked out in the individual buildings. Inspectors from the Office of Civil Defense will inspect each building and offer suggestions for the safest areas in each building. Care should be taken that these drills are conducted in the same manner as fire drills and that the children do not become unduly alarmed.

Safety Patrol

The handling of pupils in safety lanes at, or near public schools shall be in accordance with traffic regulations formulated by the Office of Superintendent and Traffic Division of the Portland Police Department. The head teacher of each school shall be responsible for the administration of the program, in so far as it affects his building. Sergeant Hail, Director of Junior Safety Division, Portland Police Department, Traffic Division will, upon request, send an officer to help set up this program. Badges, belts, and flags are loaned on a yearly basis to the schools. These are placed in the school box at the administration building before the opening of school. They

are picked up by an officer of the police department on the last day of school.

Emergency Care of Ill or Injured Child at School

Children ill, or injured at school, must be given temporary care until parents can assume responsibility. The student's registration form on file in the office contains:

1. Name of family physician.
2. Name, address, and telephone number of the person to whom the child may be sent if the parent is not at home.
3. Authority of the head teacher to act in case of emergency.

Each head teacher should appoint at least two classroom teachers who are qualified to handle first aid in their schools, and arrange to have them assume the responsibility of the nurse when the nurse is not in the building.

The following instructions are given for handling emergencies in your school. Call in the order listed to secure help in major emergencies.

1. Procedures in major emergencies.
 - a. Call the nurse, if she is in the building. If not, call a teacher in charge of first aid.
 - b. Call the parent.
 - c. Call the family physician.
 - d. Call the neighborhood physician. (Names will be furnished by the health officer.)
 - e. If there is no response from b, c, or d, call:
Medical Exchange AT4175.
Emergency Hospital AT6611.
 - f. Ambulance service. Call Police Bureau Radio Service AT6611.
2. What to do while waiting.

- a. Keep the child quiet and comfortable; cover him with a blanket, if necessary, in order to keep him warm; apply heat on the lower extremities, if advisable. No heat is to be applied to the abdomen. Use approved first aid measures recommended for the treatment of shock, and consider position, but use no internal stimulants. Use aromatic spirits of ammonia as an inhalent only.
- b. Have a responsible person stay with the child constantly to keep him quiet, to allay apprehension, and to see that he is not moved unnecessarily.
- c. If an extremity has been injured and one is not certain whether it is a break or sprain, absolute quiet is essential to prevent a possibility of more serious injury. For example, a child should not be allowed to stand with weight on his leg, if there is any question of a fracture.¹

Whenever it is necessary to send children home for illness, or any reason, the following procedures should be observed.

1. The parent should be called and informed regarding the child's condition, and the necessity for sending him home.
2. If the parent is at home and can't be reached by telephone, a responsible person can take a note home explaining the situation, and request the parent to get in touch with the head teacher.
3. A responsible person should always be sent home with the sick child.
4. If the parent can't be reached, the child should be kept at school. If suspected of having a communicable disease, the child should be kept isolated as much as possible.

¹Letter from Dr. W. A. Oliver, Director Elementary Education, September 5, 1950.

SECTION V

GENERAL REGULATIONS

General Information to Staff

The head teacher shall be responsible for informing his staff of all general school regulations as they are enacted by the board of education or the superintendent. The head teacher may work out any plan to suit the individual needs of the building to keep his staff informed, but it should be definite, and it should be possible to check that all of the staff have been informed.

Any change or notification of school policy comes from the superintendent's office on blue stationery. These blue letters should be filed with the rules and regulations of the Portland Schools to keep them up to date. Other letters are on yellow stationery, and any letter concerning the classroom teacher has extra copies for posting. Any letter requiring an answer states so at the bottom of the letter, plus the date the answer is due.

Co-operative Committee

In each building a co-operative committee will be organized. The purposes of this committee are:

1. To promote a representative democracy in school

administration.

2. To combine the collective judgments of classroom teachers and head teacher for the best interests of the school.
3. To give teachers opportunity to participate in the school policy, and in matters affecting their work, or concerning the welfare of the school.
4. To authorize the expenditure of funds after approval by the head teacher.

The committee shall consist of one member of each of the grade divisions--primary, intermediate, and upper, and the head teacher. In smaller schools the committee may consist of fewer members.

This committee shall be elected annually during the first month of the school year. Each committee shall choose one of its members to act as chairman, and another as secretary and treasurer.

Faculty Meetings

Faculty meetings may be called by the head teacher or chairman of the co-operative committee according to the needs of the school, and shall last as long as necessary. Monday evening is reserved for these meetings in order to avoid conflict with in-service classes, or other meetings. The purpose of these meetings is to take care of the routine and purely administrative details involving announcements, interior and exterior control of pupils, the functional operation of the building, and other matters of concern to the entire staff.

Professional Meetings

According to the rules and regulations of the school board, each school must have a minimum of one professional meeting each month. In these professional meetings, curriculum is stressed, and attention is given to the improvement of instruction. Following are a list of suggestions from the Principal's Workshop:

1. Emphasis should be upon curriculum and improving instruction.
2. A series of related meetings planned around one problem has much more value than a series of unrelated meetings.
3. That planned programs for professional meetings should be flexible.
4. "Group Dynamics" is a part of the problem of improving professional meetings.
5. There should be opportunity for interchange of ideas between individuals and between groups.¹

The topics or subjects for these meetings should be local school problems, outlined with the cooperation of the co-operative committee. Supervisors are only too glad to work with faculties during this time on individual building problems. A complete schedule of these meetings should be worked out and sent to the director of curriculum not later than the second month of school.

General Regulations

In the "Rules and Regulations of the Portland Public Schools," a complete coverage of all the rules and regulations is given. However, several of the rules are

¹"Green Group Report," Principals' Workshop, Portland Public Schools, Summer, 1950. (Mimeographed)

so important and come up so often, they are included here.

Absences and Excuses

1. The only valid excuses for absence shall be sickness of the pupil, sickness of some member of the family which requires the pupil to remain at home for short intervals, absence on days held sacred by parents, and death in the family of the pupil. The head teacher may excuse the absence of pupils for other reasons which he may deem adequate for absence.
2. Upon written request from the parent, a pupil may be excused one period a week to attend Bible study or to take private music lessons.
3. Pupils may be excused from classes to attend meetings, contests, conventions, or any type of formal gathering upon written request from the teacher or parent, provided that the requests are accompanied by written permission from the parent.

Pupil Activities

1. Teachers who plan field trips as part of their program of study shall have their pupils obtain written consent of the parent or guardian.
2. No campaign for the purpose of raising money shall be permitted in any of the schools.
3. School dances sponsored by student organizations shall be permitted in the schools under the direct supervision of the head teacher of the respective school.
4. No school children shall be permitted to participate in paper drives conducted during school hours, and papers handled with such drives, shall not be accumulated or handled in school buildings.

Discipline and Punishment

Children disorderly in their behavior, or late in attendance may be detained in the afternoon after the dis-

missal of school for a time not to exceed one-half hour. During this time they should be under the personal supervision of a teacher.

Pupils may be suspended by the head teacher for any of the following reasons:

1. Willful disobedience to authority, truancy, repeated unexcused absence and tardiness, the use of profane or indecent language on or about the school premises, the use of tobacco or intoxicating liquors in any form on or about the school premises, impertinent language or conduct towards teachers, stealing, violating the civil or criminal laws of the city or state.
2. Any pupil who shall willfully or maliciously injure any of the furniture, buildings, fences, trees, or other parts of the school property by cutting, marking, or defacing the same in any manner may be suspended; where school property has been damaged the pupil shall not be reinstated until restitution or satisfactory settlement has been made.
3. Any pupil who forges the name of any parent or guardian or other person authorized to sign excuses or requests, or knowingly presents a forged paper may be suspended.
4. Any act of a pupil which the principal deems detrimental to the best interests of the school.
5. A delinquency in attendance which shall consist of either unexcused absence or an unexcused tardiness.¹

On the first suspension the pupil is excluded from school for the remainder of the school term, unless reinstated by the head teacher. Before such reinstatement is granted, the pupil must report to the head teacher, accompanied by the parent or legal guardian. A second suspension during any term shall exclude the pupil for the

¹"Rules and Regulations Portland Public Schools," 1947. (Mimeographed)

rest of the term unless reinstated by the office of the superintendent.

If, in the opinion of the head teacher, the behavior of a child is so bad that reinstatement of the pupil would be detrimental to the best interests of the school, readmission may be denied by the head teacher. A written notice with reasons for such action is then sent to the office of the superintendent, and to the parent of the pupil.

Use of School Buildings

Free evening use of school facilities is available to various groups on application to the business office. The application should be signed by the adult responsible, and shall state the time, name of organization desiring use, approximate number in attendance, and the purpose for which the building is to be used. All applications should be in the business office, 631 N. E. Clackamas, not less than five days before the date of use.

SECTION VI

EVALUATIVE CRITERIA FOR THE HEAD TEACHER

To aid the head teacher in evaluating his work, and to aid supervisors in evaluating the head teacher, the following criteria were developed. These criteria make an excellent check list for the head teacher on his duties and responsibilities.

I. Administrative duties.

- a. Has effective plan for handling, storing and disbursements of supplies and materials.
- b. Has effective plan to assure proper use of audio-visual and other types of equipment.
- c. Has effective plan for proper supervision of pupils during the noon period.
- d. Has effective plan providing adequate safety program.
- e. Has adequate and sound accounting system of all funds.
- f. Has effective plan for keeping all personnel properly informed of any changes in general administrative policy.
- g. Has effective textbook accounting system.
- h. Has effective plan of pupil accounting, including attendance records.
- i. Has plan for periodic, systematic check of the school plant to determine immediate and future needs.

II. Professional relationships

- a. Consults with teachers on the development of the instructional program.
- b. Consults with staff on assignment of extra duties.
- c. Equalizes, as far as possible, both teaching and non-teaching load of teachers and other staff members.
- d. Has plan of improvement of instruction through supervision and conferences.

- e. Makes use of supervisory staff made available by district.
- f. Has plan for induction of new teachers assigned to his building.
- g. Makes use of testing program in evaluating his program of instruction.
- h. Has developed with teachers effective plan of professional staff meetings.

III. Pupil relationship

- a. Provides for some type of pupil participation in affairs of the school.
- b. Has constructive plan of pupil control and discipline.
- c. Has organized fire squad and junior safety patrol.

IV. Community relationships

- a. Works effectively with P.T.A.
- b. Has organized parent study groups.
- c. Is member of community service club.

V. Building organization

- a. Custodial staff is consulted and informed of their duties and responsibilities.
- b. Class schedule and bell schedule is available and posted.
- c. Building and grounds kept clean and free of litter.
- d. Building and grounds supervised during free periods.

VI. Relationship with central office

- a. Interprets and carries out policies set by the board of education and the superintendent of schools.
- b. Attends meetings when requested and is prompt in arriving.
- c. Reports are accurate and on schedule.
- d. Permits no posting of materials contrary to board regulations.

VII. Organization of school office

- a. Has regular office hours so that his time is planned.
- b. Assigns duties to secretary, and defines her responsibilities.
- c. Checks that office files are properly kept and organized.
- d. Checks that all confidential and personal files are safe guarded.

VIII. Curriculum

- a. Provides each teacher with proper study guides.
- b. Develops program of studies in terms of best practice.
- c. Works with staff on curriculum improvement.
- d. Helps pupils who have learning problems or special problems requiring adjustment.
- e. Works with staff on good utilization of instructional materials and equipment.¹

¹Letter from Dr. W. A. Oliver, Director of Elementary Education, July 14, 1950.

PART III

SUMMARY AND CONCLUSIONS

This project grew out of the desire of the writer to answer some of the many questions with which he was confronted as a head teacher and to get a clearer picture of his duties. It was not intended to be all inclusive as it would overlap handbooks already available in the Portland Schools. Rather it was to serve as an outline of the duties of the head teacher containing suggestions of methods and procedures which could be used in carrying out the duties.

While on the job the writer came up against many problems for which he could find no answers. Their final solution was obtained by going to supervisors which was time consuming from the standpoint of the head teacher and to the supervisor as well. Time which could have been well spent on other administrative areas was spent on questions and problems in which the answers should have been readily available.

It was found during the inquiry that of the schools surveyed most of the helps which were available to the elementary administrator were in the curriculum area. Using this information with what was available in the Portland

Schools and the job analysis the material needed for a handbook seemed to fall in the following categories:

- (1) School Organization and Instructional Program, (2) School Records and Reporting, (3) Pupil Records and Reporting, (4) Health and Safety, (5) General Regulations, (6) Evaluative Criteria for the Head Teacher.

The following generalizations are submitted:

1. A handbook of this nature should promote more efficient administration.
2. It should give the new administrator a feeling of confidence in himself.
3. It should serve as a yardstick for self-evaluation.
4. Provision should be made to keep the handbook up to date, either by making the handbook loose leaf or revising it often.

The Des Moines handbook states:

Educational procedures should never become permanently fixed but should constantly evolve to keep pace with changing educational needs. Accordingly this manual, though a valuable resource, should never be thought of as immutable. Whenever the situation is so changed that the policy or procedure previously stated no longer seems equitable or applicable, the matter should be deemed appropriate for group reconsideration.¹

A similar point of view is expressed by David Patton of the Syracuse Public Schools.

Administration, supervision, research, business, finance, guidance, and other specialized services are not independent functions; but are parts of a unified whole. Their underlying purpose in the improvement of instruction and their value is measured by the extent to which they contribute to this end. Rules and

¹"Manual of Policies and Procedures for the Management of Elementary Schools," p. 1. Compiled by George Hohl. Des Moines Public Schools, 1951. (Mimeographed)

regulations established under their control not only must be predicted upon sound principles of educational practice; but also must give due and careful consideration to the ideals of the individual teacher.¹

¹"A Handbook for the Teachers of Syracuse," p. 6. Syracuse Public Schools, 1948. (Mimeographed)

1. The first part of the report is a general
 introduction to the subject.

2. The second part is a description of the

APPENDIX

3. The third part is a list of the names of the
 persons who have been interviewed. The names are
 given in alphabetical order. The names are
 given in full, including the name of the
 person's father.

June 25, 1951

Superintendent of Public Schools
Omaha,
Nebraska

Dear Sir:

I am making a study of the administrative and supervisory handbooks available to elementary school principals. If your school system has such a handbook, or suggestions which you send to your elementary school principals, I would appreciate very much having a copy. Thank you.

Sincerely yours,

Julian Scott
Drake Trailer Court 243
Des Moines, Iowa

TEACHER'S SELF-EVALUATION GUIDE

Teacher _____ Date _____
 Grade or Subject _____ School _____
 Began Teaching in Portland _____ 19 _____

A. Personal attributes:

1. Emotional stability:
 - a. Is well-balanced emotionally.
 - b. Shows mature self-control.
 - c. Is adaptable, open minded.
2. Health and vitality:
 - a. Has adequate energy to meet full demands of position.
 - b. Is seldom absent due to ill-health.
3. Personality:
 - a. Is well groomed.
 - b. Dresses appropriately.
 - c. Has a pleasing voice, well modulated.
 - d. Has a sense of humor.
 - e. Is considerate of the feelings of others.
 - f. Wears well.

B. Teaching skills:

1. Classroom techniques and procedures:
 - a. Lessons are well planned.
 - b. Pupil-teacher planning is evident.
 - c. Purposeful activities are evident in classroom.
 - d. Work is well planned and organized.
 - e. Develops attitudes, habits, and skills in terms of pupil capacities.
2. Success in group control:
 - a. Pupils are well adjusted in classroom.
 - b. Controls through pupils' interest in work.
 - c. Avoids autocratic domination when possible.
 - d. Is firm but fair in handling pupils.
 - e. Democratic principles are practiced in classes.
 - f. Room is neat, orderly, and attractive.
3. Results in terms of pupil growth:
 - a. Pupils work to capacity.
 - b. Pupils have learned good work habits.
 - c. There is evidence of good citizenship being practiced.
 - d. Provisions are made for individual differences.
4. Professional equipment:
 - a. Seeks continuous growth through observation, professional study, and reading.

- b. Vitalizes teaching through preparation and study.
- C. Relation with others:
 - 1. Teacher-pupil relationships:
 - a. Pupils admire and respect teacher.
 - b. Uses subject matter as a vehicle of child development.
 - c. Pupils consult with him about their personal problems.
 - d. Teacher is available for help outside the classroom.
 - e. Respects pupil's personality, a guide rather than a taskmaster.
 - 2. Teacher-co-workers relationships:
 - a. Relations with teachers are cordial.
 - b. Is respected by fellow teachers.
 - c. Is willing to help other teachers with extra duties.
 - d. Is friendly at all times.
 - 3. Teacher-principal relationships:
 - a. Is loyal to school program and policies.
 - b. Is a good team worker.
 - c. Takes suggestions for his own improvement.
 - 4. Public relations:
 - a. Meets parents easily, deals frankly but sympathetically with different adjustment problems.
 - b. Makes friends for the school system.
 - 5. Professional relations:
 - a. Manifests pride in the teaching profession.
 - b. Is frank and honest in his criticisms.
 - c. Creates good will among individuals or groups.
 - d. Supports P.T.A. and teacher organizations.

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